



REQUEST FOR ASSISTANCE (RFA) FORM INTAKE INTERVIEW LOG

<u>Date:</u> 2/2/18	<u>Interviewer:</u> Lafayette Baker	RFA #18 – 11
<u>Name of Person(s) Requesting Assistance:</u> [REDACTED]		
<u>Contact Numbers (telephone, e-mail, etc.):</u> [REDACTED]		
<u>Status of Person(s) Interviewed (title, position, student status, etc.):</u> Student		
<u>Requested Assistance Pertaining To (name, position, policy, project, etc.):</u> Dr. [REDACTED] (faculty)		

To the best of your knowledge, please fill out the following:

Interviewee Status: Male Female x Administrator Faculty Staff Student x
Concern Regarding: Male Female x Administrator Faculty x Staff Student

Category: (Please check at least one)

<input type="checkbox"/> Age	<input type="checkbox"/> Color	<input type="checkbox"/> Creed	<input type="checkbox"/> Disability	<input type="checkbox"/> Veteran Status
<input type="checkbox"/> Marital Status	x National Origin	<input type="checkbox"/> Race	<input type="checkbox"/> Religion	<input type="checkbox"/> Retaliation
<input type="checkbox"/> Sex/Gender	<input type="checkbox"/> Sexual Harassment	<input type="checkbox"/> Sexual Orientation	<input type="checkbox"/> Employment	<input type="checkbox"/> Genetic Information
<input type="checkbox"/> Gender Identity or Expression				

Time Line		
Date	Item	Comments
2/2/18	LB met with [REDACTED]	<p>LB explains the EO Office Resolution processes, "Protocol," including differences between the informal resolution process and filing a formal discrimination complaint. LB also discusses the EO Office's limits on confidentiality (including the Public Records Act) and the prohibition against retaliation, as well as resources and reporting options. [REDACTED] indicated she did not want to file a formal complaint and that she wanted an informal resolution</p> <p>LB met with [REDACTED] and her advisor [REDACTED]. [REDACTED] indicated that she believes [REDACTED] discriminated against her starting Fall 2017, in her [REDACTED] course ([REDACTED]). This quarter Winter 2018, she is currently taking [REDACTED] with [REDACTED]. [REDACTED] could only stay for a few minutes because she had another meeting to attend.</p>

2/5/18	LB met with M [REDACTED] [REDACTED]	<p>[REDACTED] dropped off a statement she typed regarding [REDACTED]; she also included an email exchange, and a class assignment.</p> <p>[REDACTED] was very emotional and could not talk clearly. LB told [REDACTED] about the Counseling Center, and recommended their services to help her because she was so emotional. She said she would consider it in the future, but not at this time.</p> <p>[REDACTED] stated that she is not sure if she wants EO to get involved now, or wait until the end of the quarter. She is concerned about her current grade in the course being affected, and she is also concerned about the fact that [REDACTED] is the person that approves her scholarship.</p> <p>LB scheduled another meeting with [REDACTED] for 2/9/18.</p>
2/9/18	LB met with [REDACTED] [REDACTED]	[REDACTED] dropped a typed list of six outcomes. She said that she would like EO to move forward on this situation now. LB told [REDACTED] that he would review her situation with SGS, and they scheduled another meeting for 2/16.
2/12/18	SGS and LB called [REDACTED] [REDACTED]	SGS and LB called [REDACTED], [REDACTED] Department Chair, regarding [REDACTED] concerns. [REDACTED] explained that she met with [REDACTED], and she was aware of the situation. SGS told [REDACTED] that EO will schedule meetings with [REDACTED] and [REDACTED].
2/12/18	LB emailed [REDACTED] [REDACTED]	LB attempted to reschedule their Friday 2/16 meeting
2/13/18	LB emailed [REDACTED] [REDACTED]	LB rescheduled their meeting for Wednesday 2/21. SGS will also be joining the meeting.
3/1/18	LB met with [REDACTED] [REDACTED]	<p>[REDACTED] gave LB a document which had more details regarding her concerns with [REDACTED]. [REDACTED] asked LB if he could provide more information about the Counseling Center. LB told [REDACTED] the Counseling Center would be a great resource for her. LB asked [REDACTED] if she would like LB to make an appointment. [REDACTED] indicated that she would like LB to schedule an appointment for her. LB then called the Counseling Center and set up a same day appointment for a counselor to meet with [REDACTED].</p> <p>[REDACTED] then talked about the stress and pressure this situation is causing her. LB then told [REDACTED] that the Counseling Center would be a great resource for her to talk to about the stress and pressure she is dealing with.</p>

3/1/18	LB met with Eric Denson from the Counseling Center	<p>LB explained to Eric Denson, Assistant Director, Counseling Center, that he met with [REDACTED], and she expressed that she is dealing with a lot of stress and pressure about a concern the EO Office is assisting her with. LB told Dr. Denson that [REDACTED] also said some people commit suicide when they are under stress. And that LB asked [REDACTED] directly if she was thinking about committing suicide. [REDACTED] said "Of course not!" Eric said he would update the counselor that [REDACTED] is scheduled to meet with.</p>
3/1/18	LB and SGS met with [REDACTED], [REDACTED], and Rich Brown	<p>LB and SGS told [REDACTED] about some of the concerns presented to the EO Office regarding [REDACTED] said she is sorry for this misunderstanding [REDACTED] indicated that she did tell [REDACTED] it was rude to write in red because red is associated with death. But she did not repeatedly say [REDACTED] was rude. [REDACTED] said she thought [REDACTED] was a lovely young woman. And she has this kind-of personal connection with people from the country side.</p> <p>[REDACTED] said she did asked [REDACTED] to write assignments in both [REDACTED] She said she did that for the two native speakers in the class to enhance their learning experience.</p> <p>Regarding the 27 credits, [REDACTED] said she helped [REDACTED] through the process of acquiring the 27 credits.</p> <p>Regarding the research paper, [REDACTED] told [REDACTED] that she never wrote a research paper with analysis and collecting data. [REDACTED] said she tried to help [REDACTED] develop a topic for her research paper. One potential topic they discussed was how numbers come to have metaphorical meanings.</p> <p>Regarding [REDACTED] position, [REDACTED] said she was told students have to work with a faculty mentor. And when [REDACTED] accepted the mentorship, the school year had already started. [REDACTED] was worried that [REDACTED] did not have a presentable syllabus for her class [REDACTED] said she was asked to approve [REDACTED] hours, but she did not have the information she needed to approve [REDACTED] hours. Therefore, [REDACTED] asked [REDACTED] for additional information regarding her job so she could effectively approve her hours.</p> <p>LB told [REDACTED] that [REDACTED] was so stressed, she could no longer get to her classroom [REDACTED] agreed that LB and SGS could present the following suggestions to [REDACTED]:</p> <ol style="list-style-type: none"> 1. She can email her paper to [REDACTED] 2. She doesn't have to do an oral presentation. 3. She can take the exam in a different location

3/2/18	Abigail Borchert called the EOO	She wanted to follow-up with EOO regarding her meeting with [REDACTED]
3/7/18	LB called Abigail Borchert	[REDACTED] indicated that she met with [REDACTED], and [REDACTED] told her she is being bullied by a faculty member based on National Origin. [REDACTED] told her she had been meeting with the EO Office. LB thanked Abigail for the information, and said he would follow-up with [REDACTED].
3/6/18	SGS and LB meet with [REDACTED] and Rich Brown	[REDACTED] told LB and SGS, regarding her first email to [REDACTED] she simply asked her not to write in red, and she did not say she was rude repeatedly. She also said she asked [REDACTED] for more respect because [REDACTED] was speaking aggressively toward her sometimes in the class. She could tell that [REDACTED] was upset about something. [REDACTED] also said she tried to assist [REDACTED] with the process for acquiring the 27 credits. [REDACTED] also indicated that she helped [REDACTED] get her position, and she agreed to be her mentor during the position. SGS and LB said they would follow-up with [REDACTED].
3/12/18	SGS and LB met with [REDACTED] and [REDACTED]	LB and SGS provided additional information about the formal and informal process, and answered questions that [REDACTED] had about the process. [REDACTED] indicated she wanted to see [REDACTED] disciplined. LB and SGS repeatedly had told [REDACTED] and repeated it again that she had asked the EO Office to informally resolve her concern and with this process there is never a determination of whether discrimination had or had not occurred (something necessary when any discipline is taken by leadership). LB and SGS also shared the information with [REDACTED] that [REDACTED] provided to LB and SGS during their meeting with [REDACTED]. [REDACTED] indicated that she would like to continue with the informal process. She said she would like to: <ul style="list-style-type: none"> (1) Take an "Incomplete" in the class; and (2) Have the rest of the class be completed through an "Independent Study." [REDACTED] indicated that she has been working with [REDACTED] and [REDACTED] on her research paper, and she is excited about the progress she has made. SGS and LB told [REDACTED] that they will meet with [REDACTED] regarding the options she presented.

3/13/18	LB and SGS meet with [REDACTED]	<p>LB and SGS explained to [REDACTED] that they had a productive meeting with [REDACTED]. And [REDACTED] indicated that she would like to continue with the informal process. In addition, she would like an:</p> <p>(1) Incomplete in the class; and (2) have the rest of the class be completed through an Independent Study.</p> <p>[REDACTED] said she would talk to [REDACTED] about these options, and she would like to meet with [REDACTED] to further discuss the options.</p>
3/14/18	LB and SGS talked to [REDACTED]	[REDACTED] explained that she can work out a plan that would allow [REDACTED] to get an Incomplete in the class, and have the class tuned into an Independent Study. [REDACTED] said that she would communicate this to [REDACTED].
3/16/18	LB and SGS meet with [REDACTED]	[REDACTED] indicated that she met with [REDACTED], and reviewed the situation with her. She explained that [REDACTED] is going to the Registrar Office today to set-up her Incomplete and Independent Study.
3/21/18	LB emailed [REDACTED]	LB attempted to schedule a follow-up meeting with [REDACTED].
3/24/18	[REDACTED] emailed LB	Scheduled a meeting for 4/5.
4/5/18	SGS and LB met with [REDACTED]	<p>[REDACTED] explained that she received an Incomplete and Independent Study in her course. She thanked LB, SGS, and [REDACTED] for helping her. However, she also indicated that she believes [REDACTED] discriminated against her, and she wants [REDACTED] to be held accountable. SGS once again explained to [REDACTED] that discipline by leadership only occurs when there is a finding of discrimination once a formal investigation has been conducted. If no discrimination occurred, there is no discipline. Yet again, SGS explained that [REDACTED] had agreed to have the EO Office try to resolve her concerns through an informal process.</p> <p>[REDACTED] indicated she would like to talk to the CHSS Dean and SGS indicated she and LB could possibly assist [REDACTED] with setting up a meeting with Dean Brent Mallinckrodt and Associate Dean Marc Geisler to further discuss her concerns.</p> <p>SGS explained that [REDACTED], as she had done previously that she could file a formal complaint if she so desired.</p>
4/13/18	LB and SGS called [REDACTED]	SGS and LB talked to [REDACTED] about their 4/5/18 meeting with [REDACTED]. SGS asked [REDACTED] about assist [REDACTED] with setting up a meeting with [REDACTED], Brent Mallinckrodt,

		<p>and Marc Geisler.</p> <p>████████ indicated that such a meeting would not afford ██████████ to tell her side of the story. Dr. SGS told ██████████ that she and LB would follow-up with ██████████</p>
4/27/18	SGS and LB meet with ██████████ and Rich Brown	<p>SGS explained that LB and SGS have had numerous meetings with ██████████ regarding her concerns about ██████████. They explained the difference between a formal and informal resolution to ██████████ many/multiple times. And ██████████ consistently indicated that she wanted to resolve her concerns with ██████████ informally.</p> <p>SGS explained to ██████████ that ██████████ indicated that she may file a formal complaint with the EO Office. And SGS and LB explained to ██████████ the formal complaint procedures in 1600.12A.</p>
4/27/18	SGS and LB meet with ██████████	<p>████████ indicated that she is doing very well currently. She is enjoying her classes, and she is ██████████</p> <p>She also indicated that she is still upset about the way ██████████ treated her, and she believes ██████████ discriminated against her based on her national origin. LB and SGS asked ██████████ if she would like to file a formal complaint, and she indicated that she did not want to file a formal complaint.</p>
5/10/18	████████ came to EO Office	<p>████████ indicates she has changed her mind and would like to file a formal complaint. ██████████ makes an appointment to review draft allegations and sign complaint form for 5/17/18.</p>
5/17/18	SGS and LB meet with ██████████	<p>SGS and LB finalized ██████████ concerns into allegations attached to a complaint form which ██████████ signed..</p>
		** Converted to Formal Complaint ██████████ **